Positive Behavioral Interventions & Supports

PBIS Iowa

# 2011-2012 ANNUAL REPORT

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# Iowa School-wide PBIS Annual Report

## HISTORICAL OVERVIEW

Positive Behavioral Interventions and Supports (PBIS) began with the creation of the *Iowa Behavioral Alliance* in January 2003 at the Drake Resource Center for Issues in Special Education. The Alliance implemented a multi-phased five year contract with the Iowa Department of Education to develop model sites and disseminate best practices PBIS for children and youth. Training increased more than nine-fold, from the nine original demonstration sites to 80 school sites during the 2006-07 school year. During the 2007-08 transition year, state PBIS learning supports consultants collaborated with the Alliance to manage and coordinate statewide implementation. During the 2008-09 school year the newly hired Iowa Department of Education PBIS consultant assumed the responsibility of working with each of the AEA PBIS Coordinators to build capacity for the implementation of PBIS statewide. Presently there are 360 PBIS school sites in Iowa.

## VISION

All schools in Iowa will implement a sustainable, multi-tiered system of support focusing on safe, healthy, and caring learning environments that include well defined systems, practices, and data at each tier, resulting in improved behavioral and academic outcomes.

## MISSION

As part of the Iowa Department of Education Learning Supports, we will develop, support and guide cross-agency implementation of a statewide comprehensive integrated system of Positive Behavioral Interventions and Supports for families, schools and communities to support all children and youth.


### PBIS-Iowa AEA Coordinators

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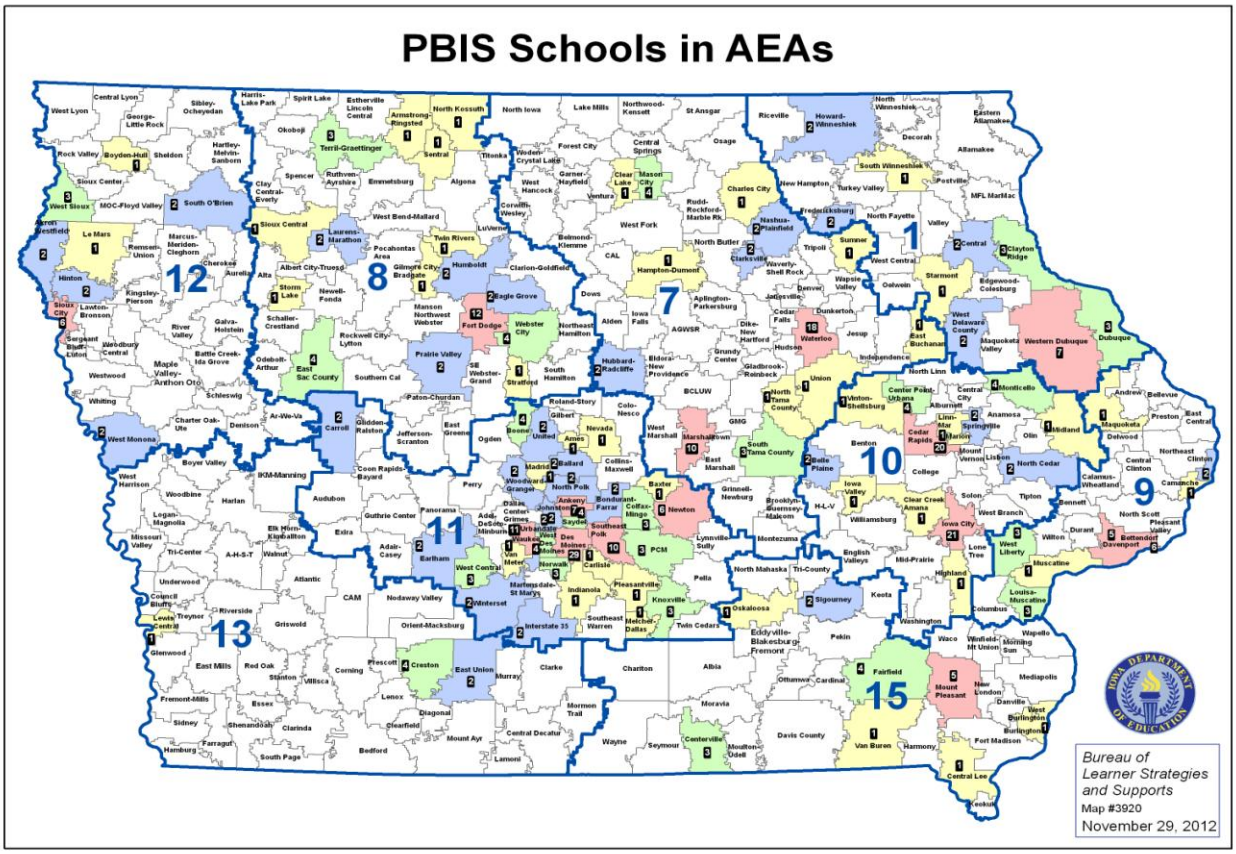
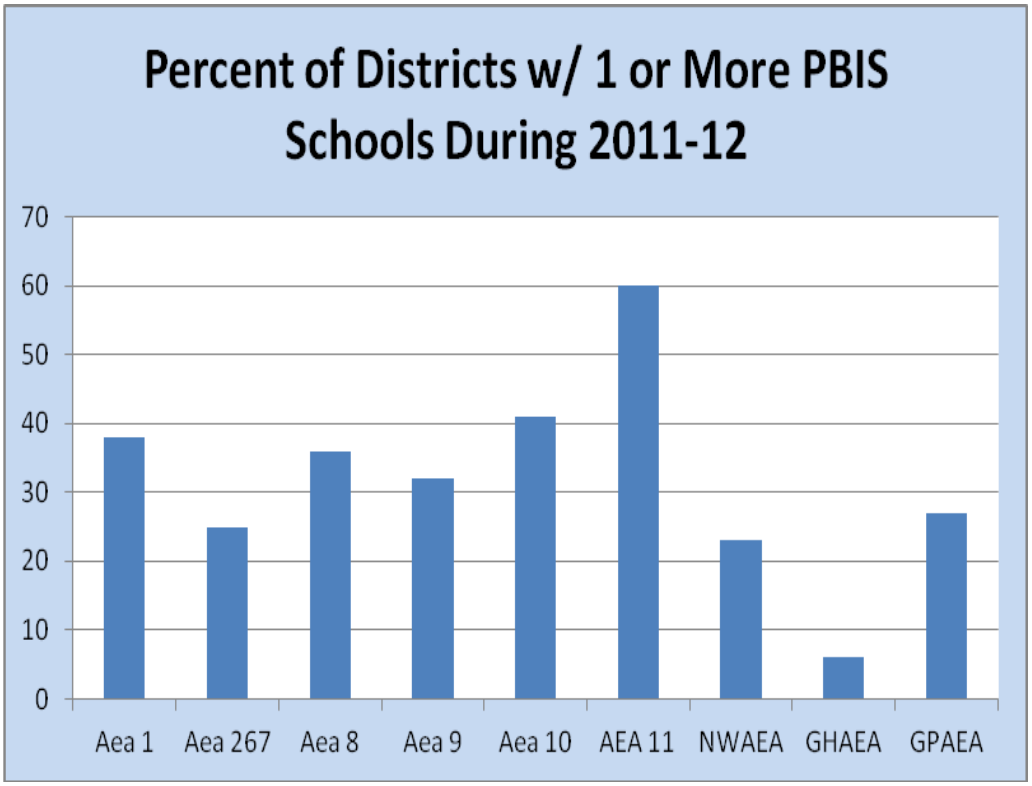


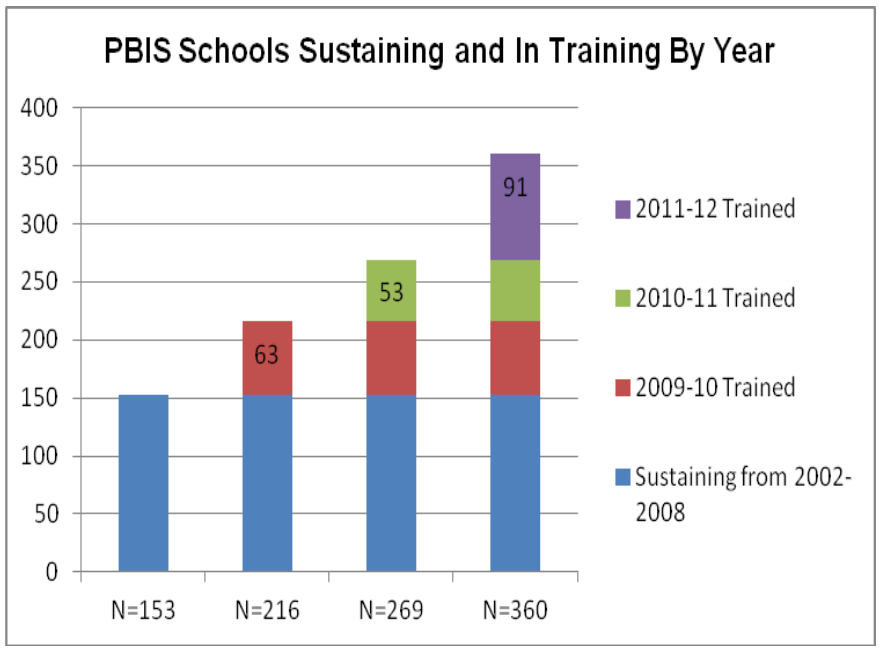




**The number of schools has steadily increased each year.**

- During the 2011-12 school year, 32% of all districts in Iowa had one or more PBIS schools implementing.
- This represents an 18% increase in districts from 2010-11.

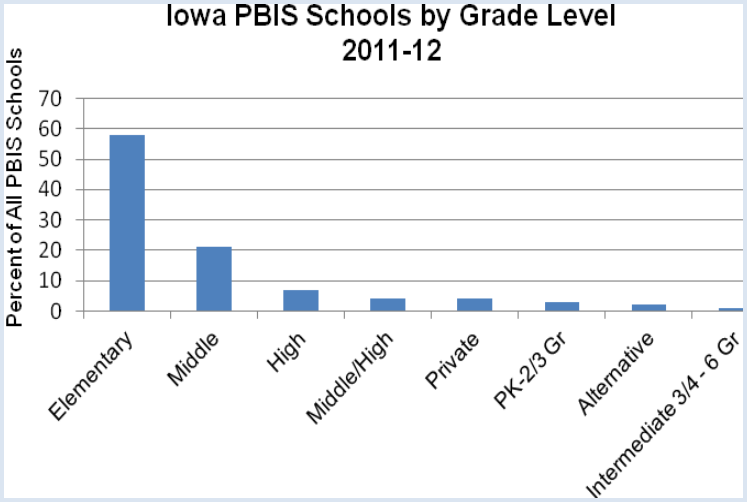
Positive Behavioral Interventions & Supports
PBIS Iowa

# Building Capacity Statewide


**Over 90 schools began Tier 1 training in 2011-12, increasing the number of schools involved with PBIS-IA by 25%. This increase included:**

- 1 Alternative school
- 49 elementary schools
- 4 PK- Gr 1/2 schools
- 1 intermediate school
- 23 middle schools
- 2 middle/high schools
- 6 high schools
- 4 private schools.



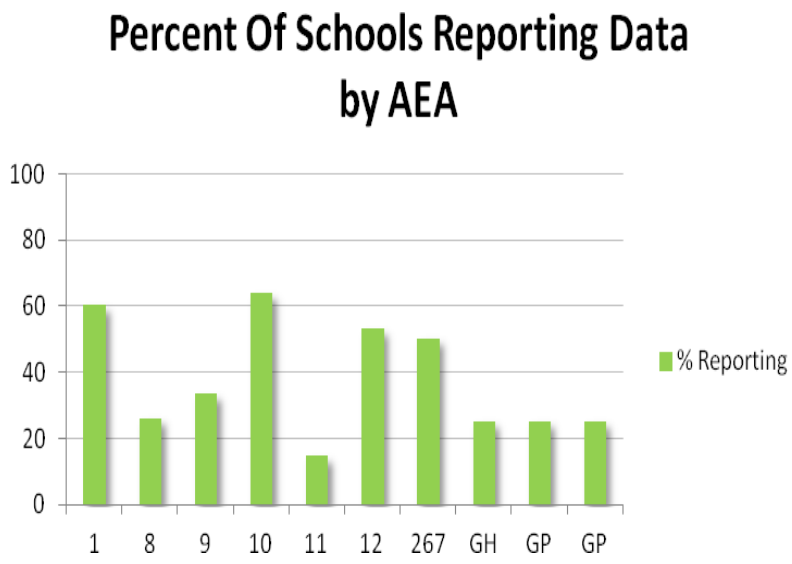
# Collecting Data

Iowa piloted a statewide PBIS-IA data system for collecting fidelity and discipline data in 2009. Revisions were made in 2010 and again in 2011. The system was developed to collect and summarize school level fidelity and discipline data for data-based decision making on a regional and state level. This proved to be the most efficient process for collecting school data since several systems, such as HEART, Power School, Infinite Campus or the School-Wide Information System (SWIS), University of Oregon (www.swis.org), were used to collect school level discipline data. School personnel generated specific reports that provided data for each data point requested and then entered the data into the PBIS-IA system. The PBIS State Consultant contracted with the Research Institute for Studies in Education (RISE, Iowa State University) to interpret raw data for measuring the intended outcomes of PBIS. The RISE Primary Investigator developed data dashboards for each Area Education Agency summarizing regional data. A state level data dashboard was also developed.

## Reporting Data

All schools implementing PBIS were required to submit fidelity and discipline data. A complete data set is defined as fidelity and referral data. This effort was coordinated by each of the Area Education Agency (AEA) PBIS Coordinators.

- 115 schools representing 43% of the 269 schools required to submit data, reported complete data sets.



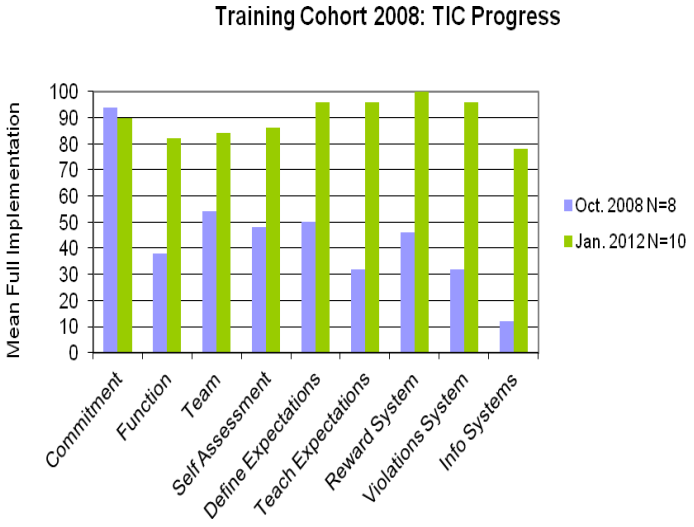

**"At the school and district levels, data collection and data-based decision making around PBIS is a key component of successful implementation, sustainability, and improved student outcomes. It is also imperative that the state collect data from PBIS schools across the state to ensure that PBIS discipline systems are being implemented with integrity and to build the case that use of the PBIS discipline framework impacts student outcomes positively."**

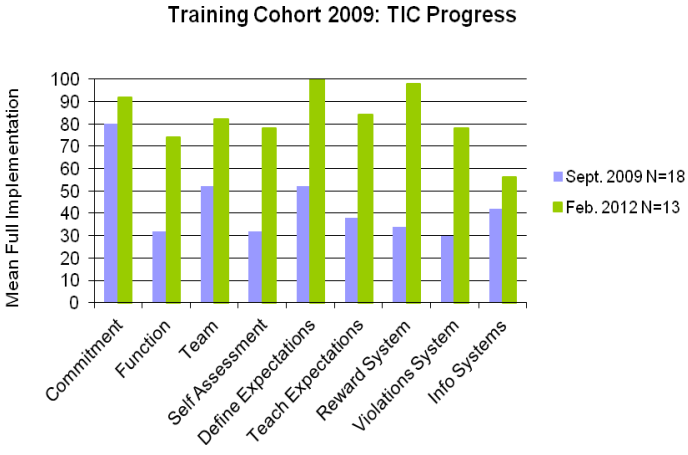
**Jerome Schaefer, NWAEA PBIS Coordinator**

# Measuring Fidelity of Implementation

PBIS Assessment, www.pbisassessment.org, is a web-based application that provides tools and instruments used by school teams to assess the level of PBIS implementation. PBIS Eval, University of Oregon (www.pbiseval.org), is another web-based application that enables the PBIS State Coordinator to monitor and evaluate progress of implementation. These graphs were obtained from PBIS Eval to summarize the progress of training cohorts over time.

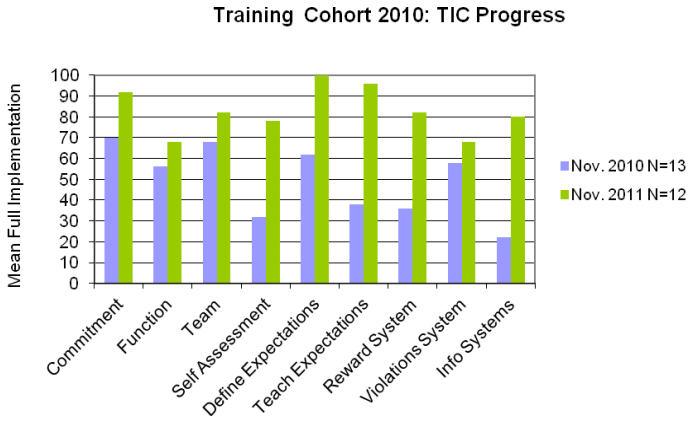
The tool used for progress monitoring is the "Team Implementation Checklist (TIC)." The TIC is completed by teams three or more times per year as they begin developing their supports and measures implementation levels for nine essential elements. The criterion for full implementation is 80%.




These graphs compare TIC scores for teams just beginning training to scores after Tier 1 training, when implementation has been initiated. Since the TIC was completed at different times throughout the year, these graphs provide a snapshot of progress for a representative group of schools for each cohort. The graph above shows progress of the largest subgroup in Training Cohort 2008 from training through 2.5 years of implementation. The greatest increase is shown for Info Systems which indicates an improved system for collecting and using data.

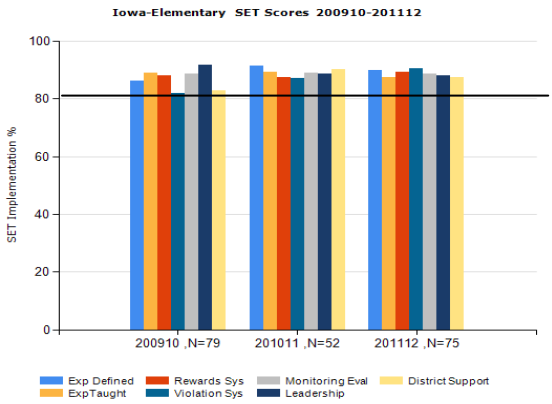
The graph above shows progress for the largest subgroup of Training Cohort 2009 and indicates increases in all TIC subscales after 1.5 years of implementation. The graph to the right shows progress for the largest subgroup of Training Cohort 2010 and indicates increases in all TIC subscales after one year of training. Both training cohorts show three or more elements as "Partially Implemented" as indicated by scores below 80%. All training cohorts indicate substantial growth over time in the development of their PBIS systems, practices and data usage.



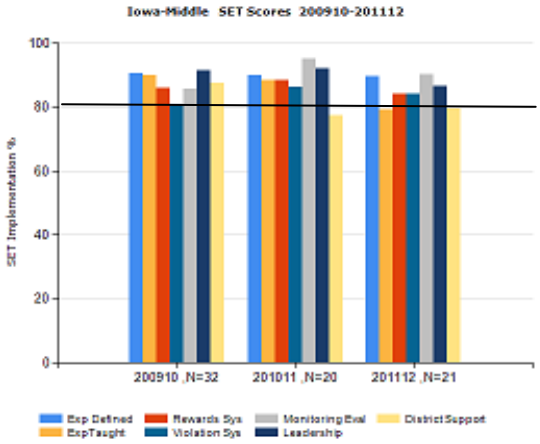
# Measuring Fidelity of Implementation

The School-Wide Evaluation Tool or the SET assesses the implementation of Tier 1. The SET is administered by an outside evaluator who interviews the administrator, team members, staff and students; reviews documentation; and tours the school site. The PBIS-IA evaluation schedule requires schools to complete a SET in the spring of the initial implementation year and until 80/80 is achieved for two consecutive years.

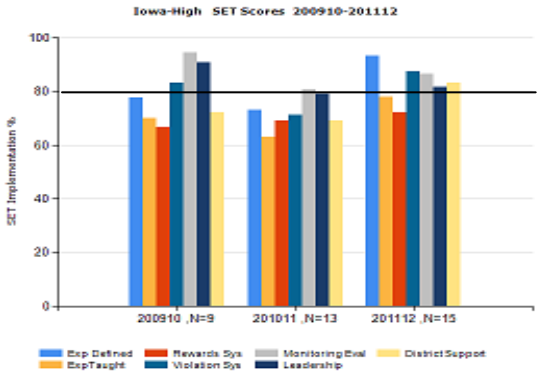
## Elementary SET




## Middle School SET




## High School SET



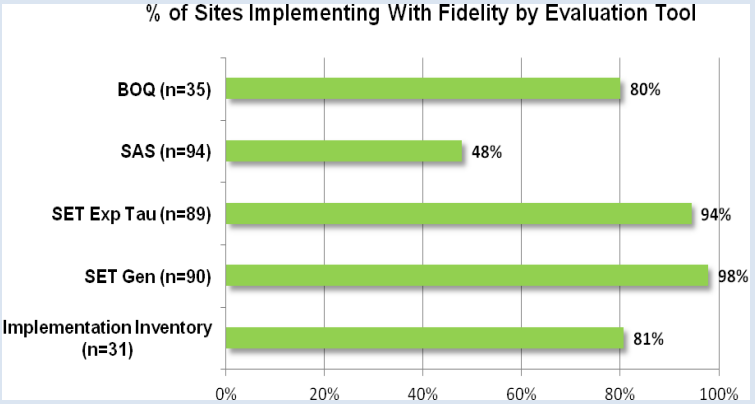

These graphs were obtained from PBISEval.org for Iowa's elementary, middle and high schools that participated in the SET evaluation process from 2009 - 11. Average SET subscale scores were generally higher for elementary and middle schools than high schools. A score of 80/80 indicates that schools are implementing with fidelity. The score 80/80 refers to achieving 80% on the Teaching Expectations subscale and 80% for Overall Implementation. This score indicates that schools have established a strong universal foundation and indicates readiness for Tier 2 training and implementation.

Several tools measuring fidelity were allowed for end-of-year reporting including the Benchmarks of Quality, the Self-Assessment Survey, the SET and the School-wide Implementation Inventory (Lewis and Newcomer).

**Benchmarks of Quality (BOQ)** – Annual team based self-assessment measuring 10 critical features of Tier 1. Thirty-five schools submitted BOQ results with 80% achieving criterion of 70%.

**Self-Assessment Survey (SAS)** - Annual faculty survey measuring implementation across 4 systems: School-Wide, Non-Classroom, Classroom and Individual Student. Ninety-four schools submitted SAS results with 48% meeting fidelity criterion for School-wide Systems of 80%.

**Implementation Inventory** – Annual team based self-assessment indicating levels of implementation from 0 – 4. Thirty-one schools submitted scores with 81% achieving Level 1, indicating Tier 1 implementation of 80% or greater.

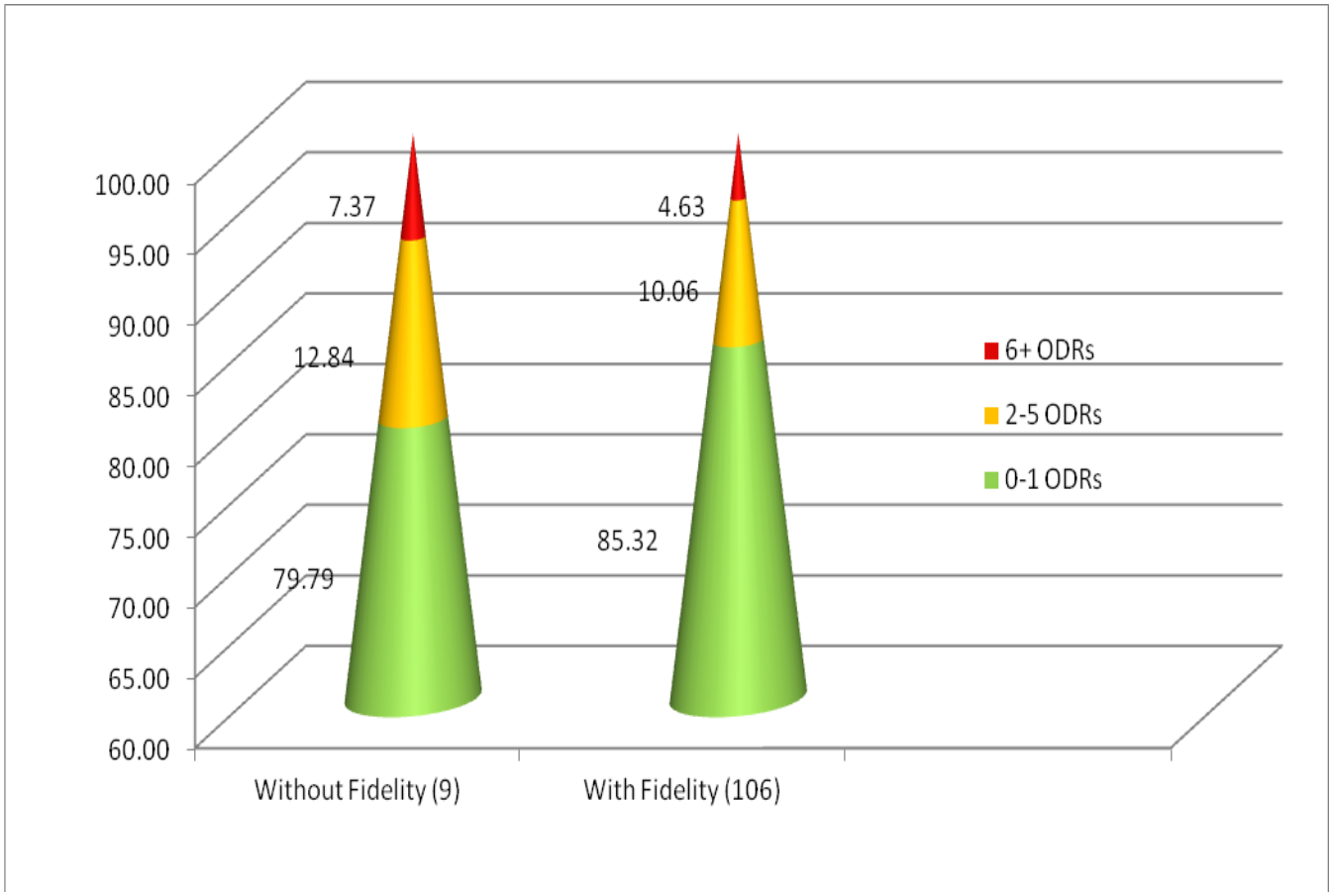


# Determining if PBIS Impacts Student Outcomes

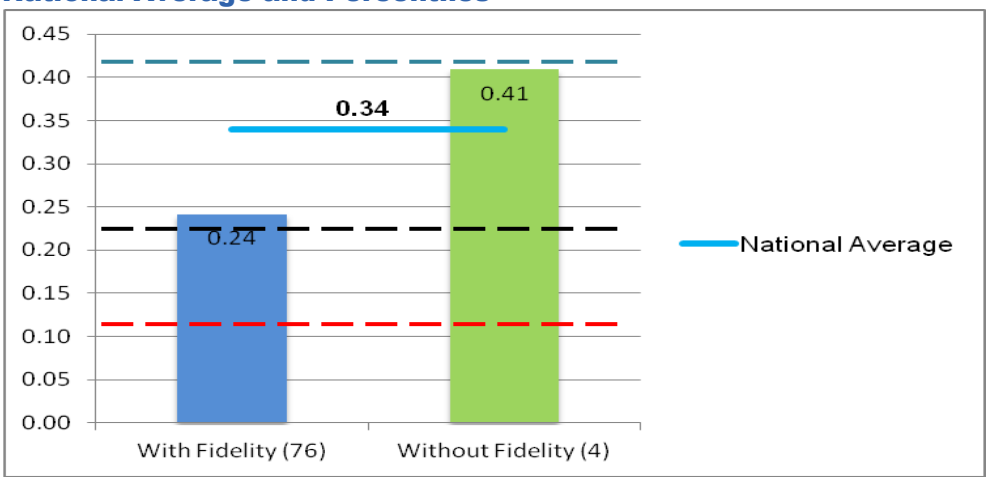
The percentage of students with Office Disciplinary Referrals (ODR) is graphically represented in the form of a triangle, and is referred to as “triangle data.” ODR triangle data shows the number of students who have received 0-1 ODRs, 2-5 ODRs and 6 or more ODRs. These levels are represented in the triangles below by green for 0-1, yellow for 2-5 and red for 6 or more ODRs. Ideally a school would want 80% or greater in the green zone, 15% or less in the yellow zone and 5% or less in the red zone. Resources are best directed to students with the greatest need falling in the red zone if the system shows most students falling in the green zone.

Data for the graph below was obtained from the PBIS-IA data system and shows the percentage of ODRs at each zone for Iowa schools implementing with fidelity compared with Iowa schools not implementing with fidelity. Those schools implementing with fidelity had 5.3% more students falling in the green zone than schools implementing without fidelity. This supports that the schools implementing with fidelity are functioning at appropriate ODR rates within each zone.

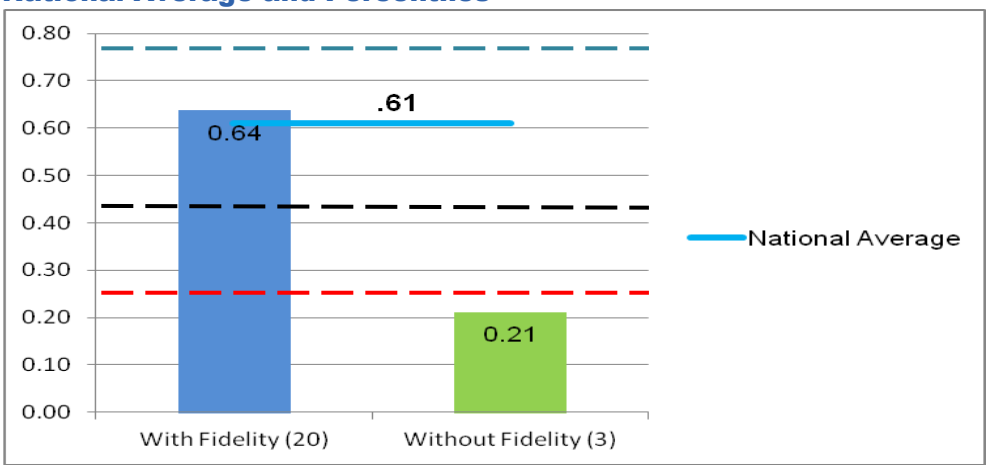
**ODR Percentage: Sites Implementing w/o Fidelity vs. Sites Implementing with Fidelity**



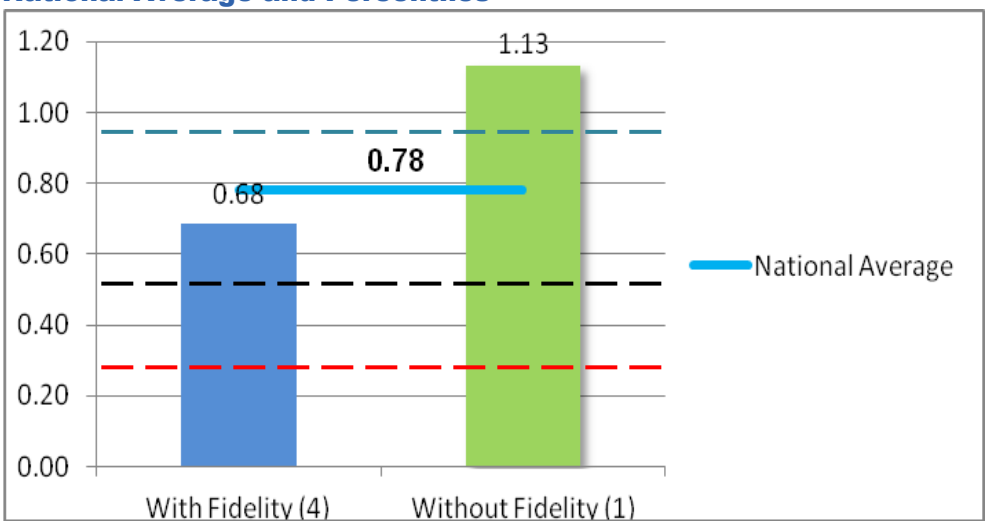
## ODRs/100/Day: Elementary Schools vs. National Average and Percentiles




## ODRs/100/Day: Middle Schools vs. National Average and Percentiles




## ODRs/100/Day: High Schools vs. National Average and Percentiles




### National Percentiles

The dashed lines on the graph represent the 25th, 50th and 75th percentiles. The red dashed line means that nationally

- 25 % of PBIS schools had a rate of .11 ODRs or less /100 students in elementary
- .25 ODRs or less/100 for middle schools
- .30 ODRs or less/100 for high schools.

The black dashed lines represent the 50th percentile and nationally

- 50% of PBIS elementary schools had a rate of .22 ODRs or less/100
- .44 ODRs or less/100 for middle schools
- .53 ODRs or less/100 for high schools

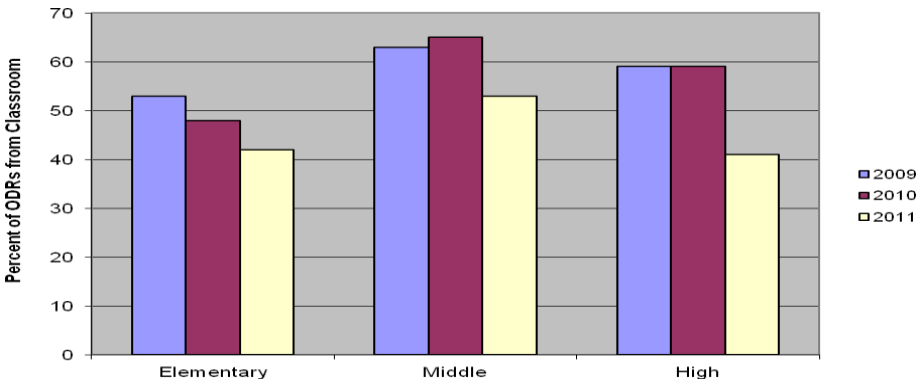
The teal dashed lines represent the 75th percentile and nationally

- 75% of PBIS elementary schools had a rate of .42 ODRs or less/100
- .76 ODRs or less/100 for middle schools
- .94 ODRs or less/100 for high schools.

### National Averages and Iowa Schools

- Elementary and high school averages are significantly lower compared with both the national average and with Iowa schools not implementing PBIS with fidelity.
- Elementary schools implementing with fidelity average 59% fewer and high schools average 60% fewer ODRs compared with elementary and high schools not implementing with fidelity.
- At the middle school level data shows an increase in ODR rate by 33% for schools implementing with fidelity compared with schools not implementing with fidelity with a rate .03 higher than the national middle school average.

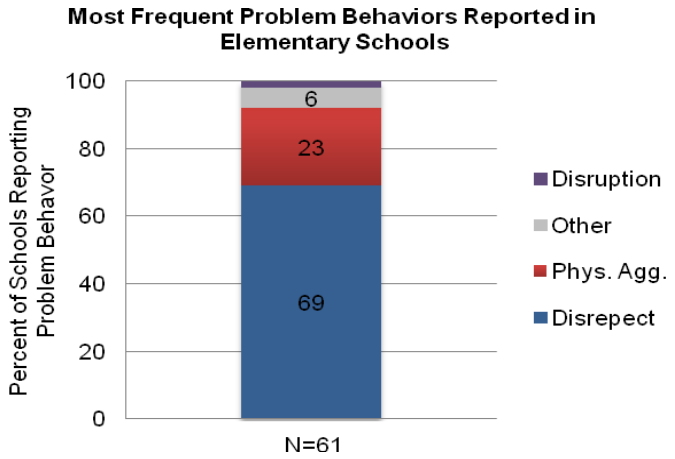
## Decreasing ODRs in the Classroom

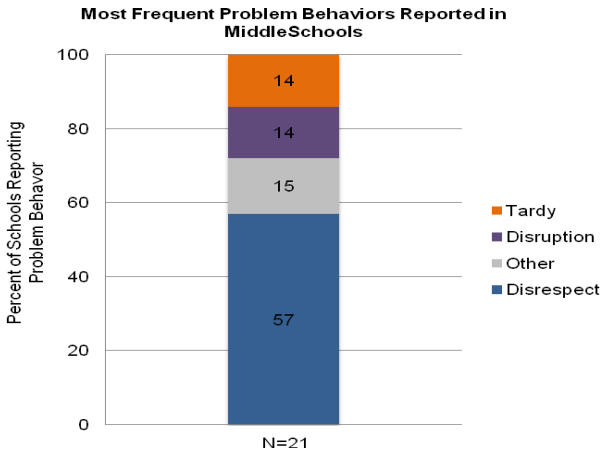



In 2011-12, the most frequent location where problem behaviors occurred was in the classroom. In 2010-11, PBIS-IA trainers enhanced training for PBIS in the classroom in keeping up with current national trends and aligned training with the revised Team Implementation Checklist (TIC). Data was obtained from PBIS Eval for a subset of Iowa schools, using the School-Wide Information Systems (SWIS), that implemented PBIS for 1 or more years. Data from this source was used to show progress over time which was not available through the PBIS-IA data system.

- Approximately 49 elementary, 15 middle and 9 high schools reported problem behavior by location using SWIS.
- The data show a decrease of ODRs during 2010-11 and 2011-12 for the elementary subset of SWIS data users and a decrease in 2011-12 for the middle and high school subsets.
- The data supports that increased development of classroom systems and practices affects ODR rates from this setting.

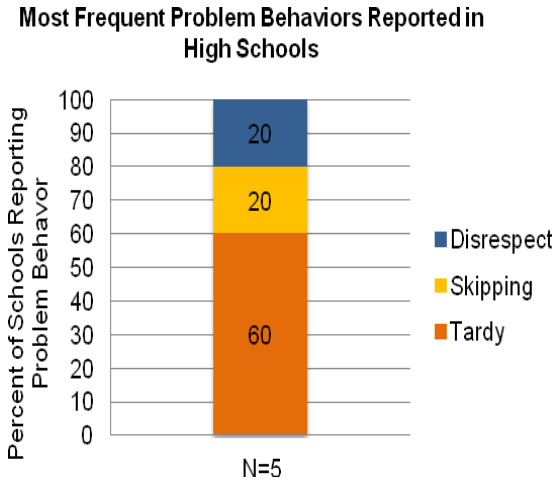
The most frequent problem behaviors reported for 2011-12, for each grade level, was obtained from the PBIS-IA data system. The graphs show the most frequent problem behaviors reported across school settings. Data are consistent with elementary and middle school SWIS users that reported most frequent problem behavior. The most frequent problem behavior for elementary and middle school was disrespect. Disrespect is generally defined as a student's refusal to follow directions, talks back and/or delivers socially rude interactions.



Tardiness was the most frequent problem behavior reported by high schools on the PBIS-IA data system. Just five out of the 19 high schools that were required to report submitted data. Four out of the five high schools were implementing with fidelity. The school that did not meet fidelity also reported tardy as the most frequent problem behavior.

The data suggest that further systems development to address the most frequent problem behaviors reported, at all levels, may be needed.




## Decreasing Out-of-School Suspensions (OSS)

Outcomes for students and schools are greatly reduced when students receive out-of-school suspensions. Research shows that students who are suspended exhibit higher rates of misbehavior (Tobin, et al. 1996), achieve at lower rates (APA, 2006), and are more likely to drop out of school (Bowditch, 1993). Research also shows that PBIS, when implemented with fidelity, has positive effects on school environments and impacts outcomes by reducing the number of students receiving referrals and out-of-school suspensions.

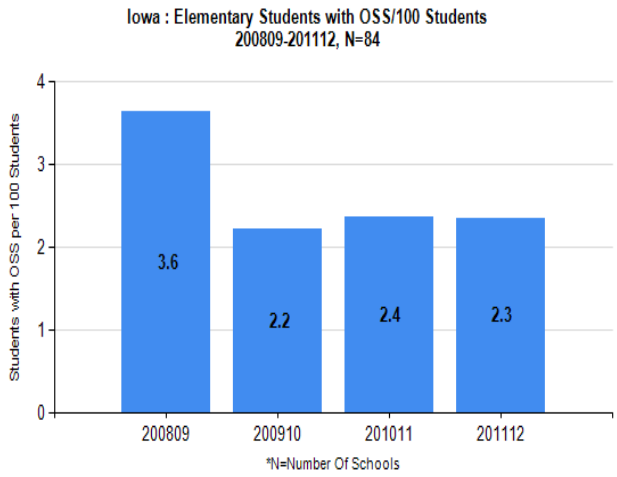
## Elementary Schools

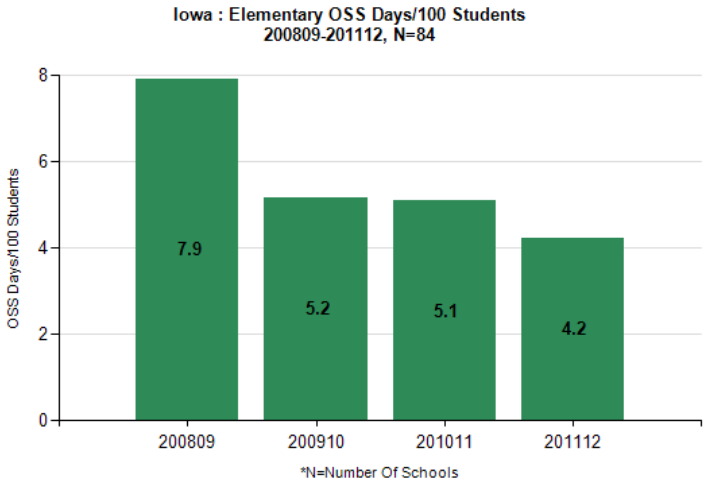
### Number of Students

- 36% reduction in the number of students receiving OSS since 2008-09
- Approximately 2.3 per 100 students receive OSS and this number remains consistent over 3 years

### Number of Days

- 47% reduction in the number of days assigned for OSS since 2008-09
- Decreasing trend for the number of days assigned for OSS over 3 years



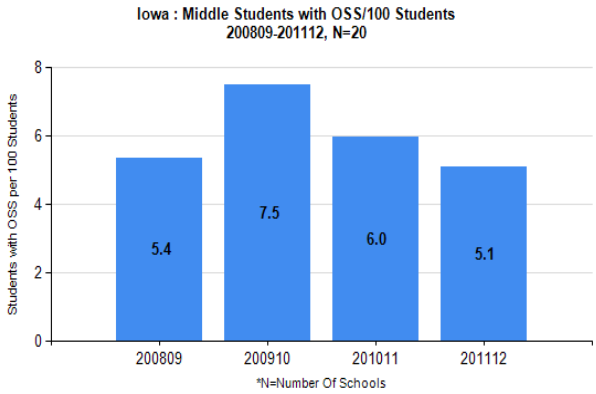
## Middle Schools

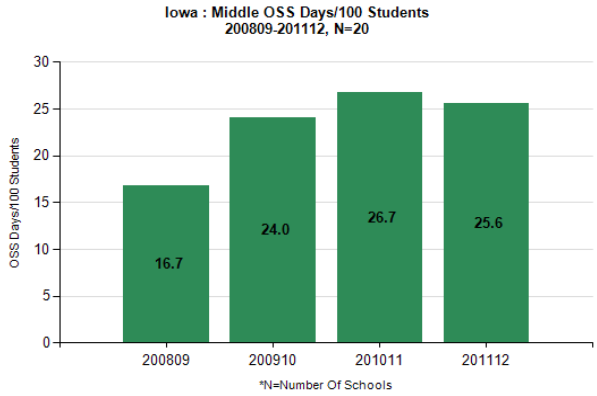
### Number of Students

- After a spike in the number of students with OSS in 2009-10, data show a 32% decrease
- Decreasing trend for 2 years

### Number of Days

- 37% increase in the number of days assigned for OSS from 2008-11
- Increasing trend for # of days. # of days is 6 times greater than elementary school and 2 times greater than high school



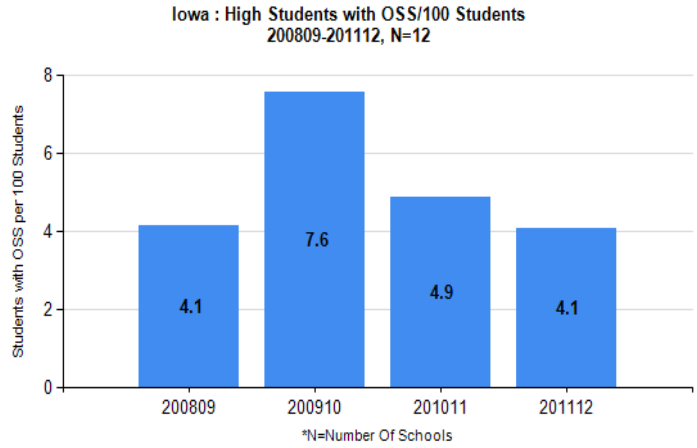

## High Schools

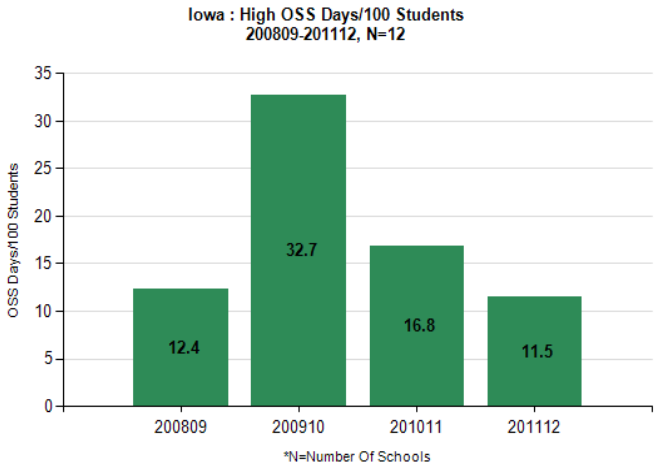
### Number of Students

- After a spike in the number of students with OSS in 2009-10, data show a 46% decrease
- Decreasing trend over 2 years after a spike in 2009-10

### Number of Days

- After a spike in the number of days assigned for OSS, data show a 67% reduction
- Decreasing trend over 2 years with a 7% reduction of days assigned in 2008-09



# Evaluating Tier 2

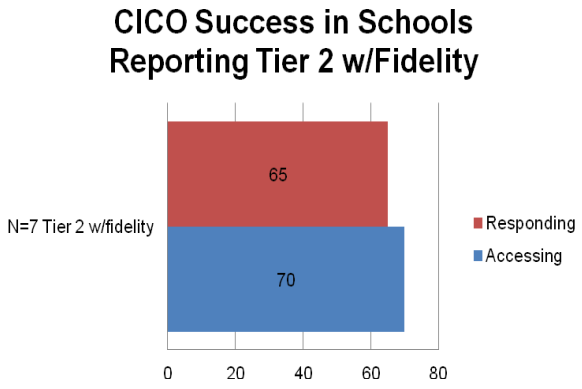
Fidelity of Tier 2 was evaluated using the School-Wide Implementation Inventory (SII) developed by Lewis and Newcomer.

- 42 schools reported using the Tier 2 intervention, Check-in/Check-out (CICO).
- 29 schools reported fidelity data and 27 met fidelity at Tier 2.
- 7 out of the 29 schools that assessed and met fidelity of Tier 2 reported using CICO intervention.
- 35 schools either did not report fidelity data or meet fidelity criterion and reported using CICO.

It was evident that accurately evaluating the fidelity of implementation at Tier 2 was difficult due to the lack of data reported. The PBIS-IA Leadership Team Data Work Group determined that effective evaluation of advanced tiers needs to be addressed for future evaluation of PBIS in Iowa. This relates to not only the tools to be used but the participation of all PBIS schools in the statewide evaluation process.

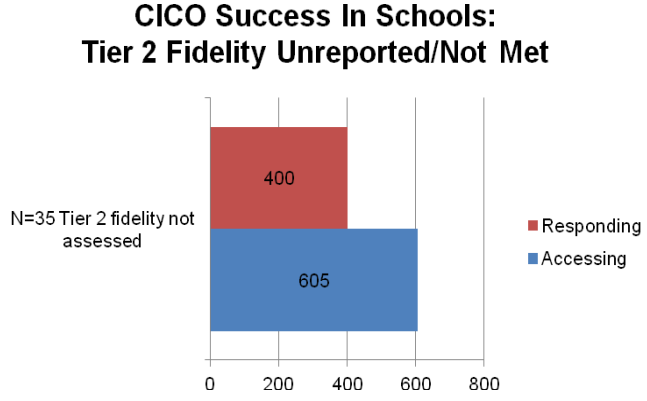
## TIER II: Students Responding to Check–in/Check-out (CICO)

Tier II strategies are directed at those students in the yellow zone on the PBIS triangle. Check-in/Check-out is one strategy used in Iowa schools to help students succeed. It requires daily monitoring and is most effective when students agree to their behavior plan with all teachers and parents oriented to the plan. In general, students who earn 80% on their daily progress report for 4 – 6 weeks are considered to be responding successfully to CICO.




- 7 schools reporting Tier 2 w/fidelity
- 70 students accessed CICO and 65 responded to this intervention
- 93% success rate for students in schools implementing Tier 2 with fidelity

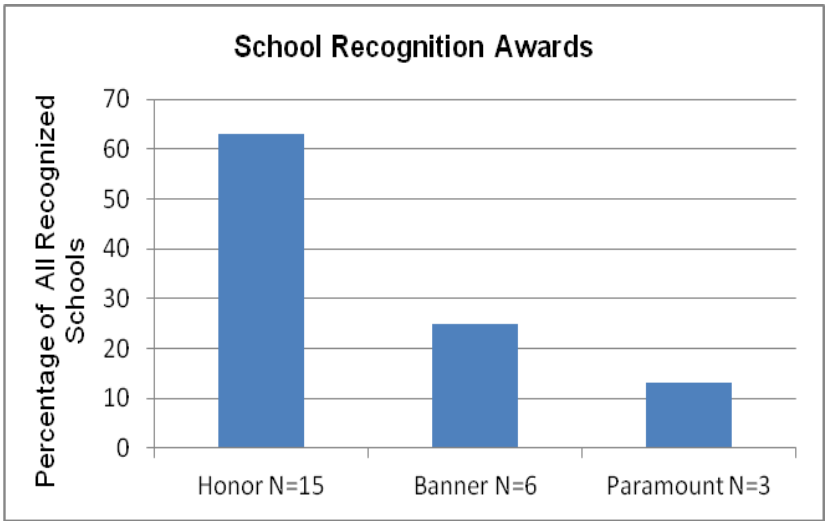
- 35 schools did not submit Tier 2 fidelity data or meet criterion
- 605 student accessed CICO and 400 responded
- 66% success rate for students in schools not reporting Tier 2 fidelity



# Honoring School Success

Thirteen schools were recognized during the 2011-12 school year for their work on Positive Behavior Interventions and Supports. Since PBIS-IA began implementing the awards in the 2009-10 school years, 24 schools have been honored. Current honorees are recognized in three categories, each progressively more developed.

- **Honor Award** went to 5 schools that implemented and sustained critical elements of Tier 1.
- **Banner Award** went to 5 schools for their continued implementation of Tier 1 and had Tier 2 supports in place for students needing targeted interventions.
- **Paramount Award** went to 3 schools that maintained Tiers 1 and 2 and provided intensive supports by establishing Tier 3 systems and practices, including wraparound services.




The school recognition process requires interested schools to complete an application. This application includes artifacts and data which are submitted to AEA PBIS Coordinators. All applications and documents are reviewed by the PBIS-IA State Leadership Team. Schools are recommended for recognition awards based upon evidence submitted to support each level's criteria.

## 2011-12 School Recognition Awards

### Honor Award

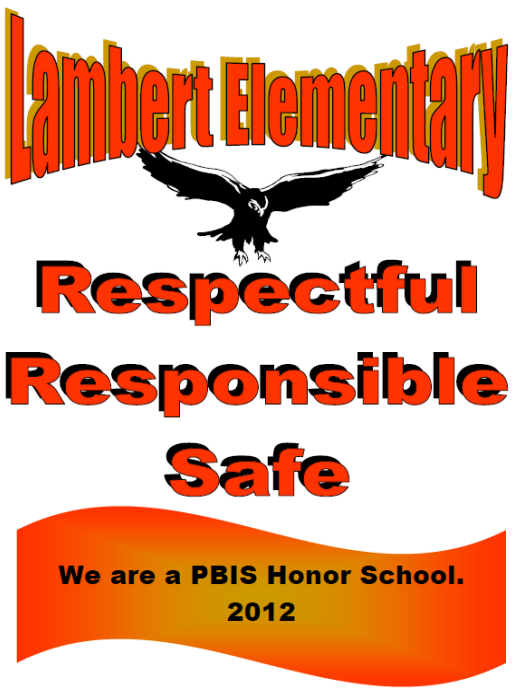
| | |
|---|---|
| West Delaware Middle | AEA 1 |
| Lambert Elementary | AEA 1 |
| Sioux Central Elementary | AEA 8 |
| Grant Wood Elementary | AEA 9 |
| Gehlen Catholic | NWAEA |

### Banner Award

| | |
|---|---|
| Roosevelt Middle School | AEA 1 |
| Clayton Ridge Middle | AEA 1 |
| Clayton Ridge Elementary | AEA 8 |
| Sunset Heights Elementary | AEA 8 |
| West Sioux Elementary | NWAEA |

### Paramount Award

| | |
|---|---|
| Stratford Elementary | AEA 8 |
| East Sac Elem (Sac City Center) | AEA 8 |
| East Sac Elem (Wall Lake Ctr.) | AEA 8 |



# PBIS-IA at a Glance

**PBIS is supported by:**

- I.0 FTE Iowa Department of Education PBIS State Consultant
- 8 AEA PBIS Coordinators (1 vacant AEA PBIS Coordinator)
  - Designated FTE: 5 Coordinators with .5 or less FTE, 3 with 1.0 – 2.0 FTE
- 2 District Coordinators (Des Moines Public Schools and Waterloo CSD)
- PBIS Leadership Team with 18 participants
- PBIS Advisory Board with 10 participants
- 35 PBIS Trainers

**Fidelity impacts outcomes:**

- 95% of Iowa's schools implemented with fidelity as reported on evaluation tools
- Schools implementing with fidelity have more students with 0 -1 referrals and less students with 2-5 and 6 or more referrals, than schools implementing without fidelity
- 27% more students succeeded in CICO when Tier 2 fidelity was met

**About our schools:**

- 56% implemented PBIS for 3 or less years
- 23% implemented PBIS for 5 or more years
- 10% of PBIS schools are multilevel; K – 8$^{th}$ gr and 6/7 – 12$^{th}$ gr
- Largest cohort of new schools occurred in 2011

# Evaluation Goals for 2012-13

- 80% of all PBIS schools in Training Cohorts 2011 and earlier will submit complete data sets for the semi-annual and end-of-year data reporting periods.

- All PBIS schools will complete evaluation tools available through PBISAssessments.org and increase self-assessment to include Universal and Advanced Tiers, as applicable.